Course Number: EDUC 628

Instructor:

Course Location: Viterbo University – Iowa Center

Contacts:

Credit Hours: 3 graduate credits

Viterbo University Conceptual Framework:

Viterbo University Programs in Education have adopted the Iowa/Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the IA/INTASC Standards, and specific content standards where applicable.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.

Graduate courses are intended to provide each learner with an opportunity to extend and broaden professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

Course Description:

Participants will learn about creating a learning environment that meets the special needs of middle level (5-8) students. The focus will be on the total growth and development of young adolescents, not just their intellectual growth. This course will target research and practical applications that promote an atmosphere that celebrates the middle level child's uniqueness and addresses his or her needs in a way that allows them to experience success. Research-based instructional methodology will be a central component of this course. Interdisciplinary teaming, advisories, motivation, student engagement, and classroom management strategies will be of special emphasis.

Course Outcomes:

1. Understanding the young adolescent-physically, intellectually, socially and emotionally (ITS 2)
2. Understanding research-based instructional strategies and the Core Curriculum and instruction (ITS 5)
3. Understanding strategies and techniques for high levels of student engagement. (ITS 4)
4. Understanding the essentials of the in middle school philosophy including teaming and advisories. (ITS 3,6)
5. Becoming more knowledgeable about interpersonal relationships, classroom/behavior management, and conflict resolution (ITS 7)

Iowa Teaching Standards:
1. Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Fulfills professional responsibilities established by the school district.
7. Demonstrates competence in classroom management.

**Attendance Policy**

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid. Absences totaling more than 8 hours will result in no credit or retaking of the course unless under extreme circumstances and with prior approval.

**Please note class hour requirement:** For every hour of class time, there is an expectation of two hours of work time outside of class.

**What does this mean?**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Class Time</th>
<th>Out of Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12.5 clock hours (750 Minutes)</td>
<td>1800 minutes = 30 clock hours</td>
</tr>
<tr>
<td>2</td>
<td>25 clock hours (1500 Minutes)</td>
<td>3600 minutes = 60 clock hours</td>
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<tr>
<td>3</td>
<td>37.5 clock hours (2250 Minutes)</td>
<td>5400 minutes = 75 clock hours</td>
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**Academic Integrity:**

Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education website for a detailed explanation of this policy at: [http://www.viterbo.edu/mae.aspx?id=11264&terms=academic%20honesty](http://www.viterbo.edu/mae.aspx?id=11264&terms=academic%20honesty)

**Use of Technology Devices:**

Class activities are carefully planned for relevance and practical application. It is important that all participants are fully present, engaged, and able to process deeply to receive the most benefit as possible from this course. Technology devices should be disengaged during class lectures, presentations, partner/small group presentations, group work, and large/small group discussions. Breaks will be provided at 90-120 minute intervals (approximately) so participants may check/use technology devices. If there is an emergency situation where it is important for a participant to receive a call or message, please inform the instructor.
**Required Text:** Larson, B., *Instructional Strategies for Middle and High School*, 2011

**Methodology:** This course will combine a variety of instructional methods based on research in effective instructional practices and adult learning theory. In addition to some lecture and presentation by the instructor, participants will be involved in reciprocal teaching, cooperative learning, discussion protocols, presentations, and techniques for active learning. Additional support from the instructor or peers on an individual basis or in small groups will be provided as indicated. Technology, including multi-media presentations, video-streaming, and Moodle will be used to enhance instruction.

Americans with Disabilities Act (ADA): If you have a disability and require auxiliary aids services, or accommodations for this class, please inform this professor and Jane Eddy, the disability coordinator (located in the Academic Resources Center in MRC 322 or at 608-796-3194 to discuss your needs.)

**Course Content and Tentative Schedule:**

**Weekend 1:**
- What makes middle school students unique?
- Adolescent cognitive, physical, social, emotional, and self-identify development
- Motivation and engagement
- Middle School standards
- Middle school philosophy components
- Teaming/Advisories/Exploratories/Scheduling
- Investigating the ELA and Math Core Curriculum

**Weekend 2:**
- Research-based vocabulary and reading comprehension strategies/ELA Core
- Research-based math, science, social studies strategies/Content Area Core/21st Century Skills
- Instructional planning for student engagement and active learning
- PLCs/RTI
- Formative assessment/interventions
- Technology to Enhance Instruction

**Weekend 3:**
- Issues facing middle school students *Integrity*
- Classroom management models, including Love and Logic
- Dealing with student behavior
- Bullying and related issues
- Interview sharing
- Lesson presentations

**Evaluation Method:**

Active participation in class activities 25 points
Lesson presentation 15 points
Interview 15 points
Other assignments 15 points
Final reflection 30 points
Viterbo University uses the A, AB, B, BC, C, CD, D, F letter grade format for reporting purposes.

**Grading Scale:**

A  95-100%
A/B 90-94%
B  85-89%
B/C 80-84%
C  79-83%
C/D 74-78%
D  70-73%

**Middle School Interview**

Interview one teacher and one administrator about the following topics/issues: (Ethical Leadership)

1. The Middle School environment.
2. The Middle School philosophy.
3. The Middle School curriculum.
4. Issues unique to middle school programs.

Prepare a 2-3 page paper summarizing the interviews. Be prepared to share in class.

**FINAL REFLECTION**

1. Describe your philosophy of teaching middle school.
2. Explain and discuss the special or unique needs of middle school students based on their developmental levels and other factors.
3. Explain and discuss what an effective middle school classroom should “look like”:
   - Instructional Strategies/techniques to increase student engagement and motivation
   - Classroom management strategies/techniques
   - Creating a safe environment, addressing bullying
4. Discuss the role/importance/benefits of teaming, collaborative planning, and advisories in the middle school program. (Contemplation)

One Page Each  Total of 4-5 pages

Use scholarly writing (APA 6th edition) and refer to the Writing Rubric for guidelines.
## WRITING RUBRIC

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Inadequate</th>
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</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>Thesis clearly defines scope and purpose</td>
<td>Thesis defines purpose, although it may be too broad or too narrow for the length of the paper</td>
<td>Thesis is missing or paper does not cover the idea stated in the thesis</td>
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<tr>
<td></td>
<td>Body supports thesis with evidence from authoritative sources</td>
<td>Body supports thesis with evidence from reliable sources</td>
<td>Evidence is not sufficient to prove thesis or is based on unreliable sources</td>
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<tr>
<td></td>
<td>Conclusion summarizes main idea and shows why it matters</td>
<td>Conclusion restates main idea</td>
<td>Ending does not tie paper together</td>
</tr>
<tr>
<td><strong>Flow</strong></td>
<td>Ideas are arranged in a clear, logical order that is easy to follow</td>
<td>Ideas are arranged logically</td>
<td>Movement between ideas is abrupt or illogical</td>
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<td></td>
<td>Transitions guide the reader smoothly from one idea to the next</td>
<td>Transitions give the reader some help in following the argument</td>
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<tr>
<td><strong>Depth</strong></td>
<td>Paper shows extensive knowledge of standard works and terms in the field</td>
<td>Paper shows familiarity with standard works and terms in the field</td>
<td>Paper appears to be hastily written</td>
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<td>Readers’ questions and objections are anticipated and answered</td>
<td>Readers may be left feeling that an important aspect of the subject has not be explored</td>
<td>Arguments are unsupported</td>
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<td></td>
<td>Writer provides new information, clarity, or a unique perspective to scholarly discussion of topic</td>
<td>Paper reviews what others have written about the topic</td>
<td>Exploration of the topic is superficial or contains numerous accuracies</td>
</tr>
<tr>
<td><strong>Use of sources</strong></td>
<td>Material from other authors is smoothly integrated into text</td>
<td>Material from other authors is credited and used as supporting evidence</td>
<td>Material is plagiarized</td>
</tr>
<tr>
<td></td>
<td>Quotations are limited to statements that are particularly striking or examples in which the source’s precise wording is important</td>
<td>Material from sources is introduced, but order of ideas depends on the original</td>
<td>Material from other authors appears to have been cut-and-pasted into text</td>
</tr>
<tr>
<td></td>
<td>All quotations are acknowledged according to APA style</td>
<td></td>
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<tr>
<td><strong>Conventions</strong></td>
<td>Writing follows the grammatical and spelling conventions of standard English</td>
<td>Writing generally follows the grammatical and spelling conventions of standard English</td>
<td>Writing is difficult to follow because of numerous errors in spelling and grammar</td>
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